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A research on the methodological «continuum» of school textbooks for teaching English in Primary Minority Education: From Syllabus to Teacher's Book and Student's Book.

This is a review of the dissertation submitted in the Department of Language, Literature and Civilization of the Black Sea Countries under the title of "Methodology of teaching English Language in the corresponding textbooks of Primary Minority Education". Referring to the term «Minority Education», it is meant the education of the muslim Minority of Thrace which is designed on the base of the arrangements of Treaty of Lausanne «which provides respect of the religious, linguistic and educational freedom of the religious minorities equally in Greece and Turkey¹».

1. Bilingualism

Distinguishing bilingualism as a social or societal phenomenon from bilingualism as an individual phenomenon is very important. «Bilingual» is primarily characterized someone with the possession of two languages. It is possible though, to include numerous people in the world who have varying degrees of proficiency in and interchangeably use more than two languages².

The table that follows below contains the types of bilingualism in detail³:

DIMENSIONS	TYPE OF BILINGUALISM
A. According with the linguistic ability in both two languages.	1. Balanced Bilingualism 2. Dominant Bilingualism
B. According with the cognitive organization of the two languages.	1. Compound Bilingualism 2. Coordinate Bilingualism
C. According with the age of the acquisition of the language.	1. Childhood Bilingualism a) Simultaneous Bilingualism b) Consecutive Bilingualism 2. Adolescent Bilingualism 3. Adult Bilingualism
D. According with the presence of the community of the second language.	1. Endogenous Bilingualism 2. Exogenous Bilingualism
E. According with the relevant socio-cultural status of both two languages.	1. Additive Bilingualism 2. Subtractive Bilingualism
F. According with the reference group and cultural identity.	1. Bicultural Bilingualism 2. Culturally adapted to the mother tongue bilingualism (Monocultural Bilingualism) 3. Culturally adapted to the second language bilingualism (Acculturated Bilingualism) 4. Culturally ambiguous Bilingualism (Deculturated Bilingualism)

¹ Vakalios, T. (1997). *The problem of Cross-cultural Education in W. Thrace*. Athens: Gutenberg, p. 39.

² Wei, L. (2006). *Bilingualism*, Encyclopaedia of Language and Linguistics, second Edition, p.1.

³ Papapavlou, A. (1997). *Psycholinguistic Dimensions of Bilingualism* in Skourtou, E (1997). *Issues of Bilingualism and Education*, Athens: Nisos, p. 38.

2. Bilingual Education

According to Cazden and Snow bilingual education is as a «simple name for a complicated phenomenon⁴». The commonest differentiation of the types of bilingual education takes place according to the goals between transitional bilingual education and education of conservation⁵.

When it comes to teaching English in a bilingual educational system, the student's general linguistic system is affected from an additional language, meanwhile new linguistic bonds and relations are created in parallel which are affected by continuous change of the involved languages. New skills and learning techniques arise from students' prior linguistic knowledge and thus their whole linguistic system is restructured. In conclusion one can claim that we have to confront a quality rather than a quantity linguistic change⁶.

Definitions on Language, Mother Tongue and Second Language Teaching

As Maturana⁷ et al point, «language takes place in the relational domain as a manner of living, and not in the brain as a phenomenon of the operational and structural dynamics of the nervous system» and Sinha⁸ on the other hand claims that «from a biocultural perspective, the human language capacity, although it is almost certainly supported by genetic adaptations to maximize exploitation of the human biocultural niche, is not innate, but epigenetically developed».

Mother tongue is the language that one acquires in the environment on which he/she grows up⁹. There are many definitions for the term mother tongue that are redundant to be mentioned but the four different criteria that Skutnabb-Kangas¹⁰ refers, attribute to the term different corresponding dimensions and describe it more effectively. These are the criteria of origin, competence, function and internal and external identification¹¹.

⁴ Cazden, B., Snow, E. (1990). *English Plus: Issues in Bilingual Education*. The Annals of the American Academy of Political and Social Science, Newbury Park, CA: Sage Publications in Nikolaou, G. (2005). *Cross-cultural Teaching*. Athens: Greek Letters, p. 273.

⁵ Nikolaou, G. (2005). *Cross-cultural Teaching*. Athens: Greek Letters, p. 273.

⁶ Pilar Safont Jordà, M. (2007). *Third Language Learners, Pragmatic Production and Awareness*. The Netherlands: Springer, p. 14.

⁷ Maturana, H., Mpodozis, J., Letelier, J-C., (1995), *Brain, language, and the origin of human mental functions*, Biological Research, 28 in Kravchenko, A.V., (2010). Native Speakers, Mother Tongues and other objects of wonder, *Language Sciences*, vol.32, issue 6, p. 681.

⁸ Sinha, C. (2009). *Language as a biocultural niche and social institution*, V. Evans, S. Pourcel (Eds.), *New Directions in Cognitive Linguistics*, John Benjamins, Amsterdam in Kravchenko, A.V., (2010). Native Speakers, Mother Tongues and other objects of wonder, *Language Sciences*, vol.32, issue 6, p. 683.

⁹ Bella, S. (2007). *Second Language: Acquisition and Teaching*, Athens: Greek Letters, p. 20.

¹⁰ Skutnabb-Kangas, T. (1988). *Multilingualism and the education of Minority Children* in Skutnabb-Kangas, I., Cummins, J. (1988). *Minority Education: from shame to struggle*, Clevedon, Avon: Multilingual Matters, p. 16.

¹¹ By the term *origin* are defined the language/s that somebody learns first, *competence* the language/s that one knows better, *function* that one uses most and at the end *internal identification* is the language/s that one is identified with and *external identification* the language/s with which he/she is identified as a native speaker from the others.

Second Language is the language that somebody learns to acquire additionally to his mother tongue independently from the learning environment and regardless to another language that he/she possibly possesses¹². **Approach** describes the way of acquiring knowledge of language and states the conditions that support successful language learning¹³.

Examples of approaches are the Communicative Approach and the Lexical Approach. A particular series of techniques consists a **procedure** and it is used¹⁴ to enclose the «real, present techniques, practices and behaviours that apply to the teaching of a language according with a specific **method**¹⁵». Examples of methods are the Presentation-Practice-Production, the Direct Method and Total Physical Response. Various activities that either teachers or students perform in class are referred with the term «**technique**¹⁶»

4. Grammatical Tasks-Categories

The present research is conducted within the perspectives that focus on the research of the «macrostructure» of language, in other words in the text level. The text is not constituted simply by a set of sentences but it is a «functional whole» where the sentences are linked in ways and principles, ensuring in this way coherence, unity and special structure. Stylistics or Text Linguistics focus on the study of the text, the «grammar of the text» which is based not in the clause but in the inter-clause relation of the elements of language¹⁷. This «grammar» is practically applied through exercises which consist a way of expression of an ability and of obtaining knowledge as they develop the practice of language and a speculation over it¹⁸. This is the reason categorization of exercises - both in theoretical and research part of the dissertation- precedes that of the texts.

The research begins with the exercises that are co-related with the texts and a first categorization of the exercises is attempted with point of reference the **Structu-re-Comprehension** of the text. They are categorized in **a.** Reading exercises **b.** Listening exercises.

Vocabulary exercises are categorized in **a.** Teaching, **b.** Cultivation, **c.** Development. **Grammar** exercises are categorized in¹⁹ **a.** Creative, **b.** Transformational, **c.**

¹² Ellis, R. (1994). *The study of Second Language Acquisition*, Oxford: OUP, p. 12. in Bella, S. (2007). *Second Language: Acquisition and Teaching*, Athens: Greek Letters, p. 23.

¹³ as above., p. 51.

¹⁴ Harmer, J. (2001). *The practice of English Language Teaching*, London: Longman, p. 78.

¹⁵ Brown, D. (1994). *Teaching by principles: An interactive approach to language pedagogy*, London : Longman, p. 136.

¹⁶ as above., p.137.

¹⁷ Mitsis, N. (2000). *The educational consequences in Teaching Grammar in Primary and Secondary Education- The effect of Language Science in its evolution*. Athens: Gutenberg, p. 222.

¹⁸ as above., p. 222.

¹⁹ as above., p. 234-235.

Although categorization is suggested for grammar exercises, it is adopted- for the needs of this dissertation- for all the types of exercises.

Structural, **d.** Analytical. **Syntax** exercises are categorized in **a.** Transformational, **b.** Structural, **c.** Comprehension.

Finally **Oral** and **Written Speech Production** exercises are categorized in **a.** Close-ended tasks ²⁰ (Lead-in or Directed), **b.** Open-ended tasks ²¹ (Creative), **c.** Intermediate tasks ²² (Semi- Lead-in or Semi-Directed).

5. Types of Texts ²³

Types of texts consist of «social constructions of language communities, place of meeting of speech and function as language means for the achievement of social goals ²⁴» and according to Halliday the goal of the school is to constitute the students capable producers of differentiated patterns of speech.

Types of texts and some general information concerning them are the following ²⁵:

a) Narrative ²⁶ b) Descriptive ²⁷ c) Non-narrative ²⁸

PART B'

The material of the research

The dissertation focuses on the research of the methodological continuity and consequence starting from the Syllabus ²⁹ and continuing with Teacher's Book and Student's Book.

The questions of the research were the following:

- Do the methodological suggestions coincide or diverge one with the other? Are they implemented in the school textbook and up to which degree?
- The localization, grouping and evaluation of text categories and their accompanying exercises.

Methodology of the research

Categorization of the grammatical exercises according to Mitsis ³⁰ was adopted. As far as the categorization of the texts is concerned this is based on the typology and categorization according to Matsaggouras ³¹.

²⁰ In these tasks the required answer is unique or from a set of restricted choices.

²¹ The ingenuity of the student is favoured from the choice of many and various answers.

²² The tasks that have already been referred and contain freedom or limitation in less or higher degree.

²³ Matsaggouras, H. (2001). *The text centered approach of Written Speech*. Athens: Greek Letters, p. 321, 345.

²⁴ as above., p. 301- 303, 319.

²⁵ as above., p. 344-345, 321, 379, 421.

²⁶ A personal or social situation that is time and space defined and is usually reversed by the mediation of human or natural factor. The evolution of events is organised on a time sequence of an axis with the possibility of personal involvement in the proceedings and references to the reader of the text.

²⁷ It is the second largest category of texts. It presents special lack of homogeneity and includes literary descriptions of people, activities and objects as well as technological descriptions of practical life. Descriptive narratives are categorized into: a) literary b) technological.

²⁸ Texts that belong to this category are categorized in subcategories with special functions in communicative procedure with her structural elements and an axis of correlation of the facts. It is the category of texts with the intention of exchange of information and the promotion of knowledge without support in the narration.

²⁹ Where the term Syllabus is used it is a translation of the equivalent Greek term Analytical Programme of Studies.

1.1. Limitations and Restrictions

In the beginning the methodological approaches directly or indirectly suggested in the Syllabus for the teaching of English Language in Primary Education- were studied.

A particular Syllabus for teaching English in Primary Minority Education does not exist. Furthermore, Teacher's Book was studied only in the level of its suggested theoretical methodology. The greater part of the research includes an extensive analysis of the Student's Book textbooks for English Language of C', D', E', ST' classes in Primary school.

Data of the research result from categorization of exercises and text categories. The research was limited exclusively to Student's Book. The goal is through the recording of the categorization of exercises and texts to investigate the methodological orientation and also the methodological «continuum» of each book referring to Syllabus and Teacher's Book.

Activity Book on the other has a supplementary function and the narrow limits of a dissertation would probably lead quantity to exceed quality in the analysis and for this reason Activity Book is not included in the research.

2. Syllabus³²/ Cross-Curricular United Frame Programme of Studies for C' class

The general goal at this level is students «to produce initially oral and later written speech, following of course the general goal, the axis and the general goals -literacy, multilingualism and multiculturalism³³».

Games is the first and the most basic methodological approach and through them supports Baker³⁴ children can learn languages with the same naturalness with which they learn to play, to run and jump. Games also create ideal conditions for language learning³⁵. Games are also categorized in different categories as games of «physical activity», «put in order» but also role games that bridge the gap between the class-room and the real world providing chances for communication and strong motives for learning that is realized in a relaxed environment. Active, experiential and cross-curricular activities for the understanding and production of oral and written speech are songs, games, story telling and stories³⁶.

Finally, projects are one more suggested methodological approach³⁷. Communicative Approach and Total Physical Response are the basic methodological suggestions of the Syllabus at this level.

³⁰ Mitsis, N. (2000). *The educational consequences in Teaching Grammar in Primary and Secondary Education- The effect of Language Science in its evolution*. Athens: Gutenberg, p. 222, 234-236.

³¹ Matsaggouras, H.(2001). *The text centered approach of Written Speech*. Athens: Greek Letters, p. 321, 345.

³² Analytical Programme of Studies for the English Language/ Cross-Curricular United Frame Programme of Studies for C' class (CCUFPS)

³³(Ministerial Decision) MD F20/482/95210/C1 (FEK 1325/v. B'/16-09-2003), p. 5.

³⁴ Baker, C. (2000). *A Parent and Teacher's Guide to Bilingualism* (2nd ed), Clevedon: Multicultural Matters Ltd in Griva, E, Semoglou, K, Geladari, A. (2010). Early foreign language learning: Implementation of a project in a game-based context, *Procedia Social and Behavioural Sciences* 2, p. 3701.

³⁵ Tomlinson, B and Masuhara, H. (2009). *Playing to Learn: A Review of Physical Games in Second Language Acquisition*. *Simulation and Gaming*, 40(5), p. 645-668.

³⁶ MD F20/482/95210/C1 (FEK 1325/v.B'/16-09-2003) p.16, 19.

³⁷ as above., p. 19.

2.1. Syllabus³⁸ for the English Language for D', E', ST' classes - Junior High School

Methodological Approaches, Basic Teaching Techniques

The use of «lead³⁹» as well as the use of «free and creative⁴⁰» techniques is advisable. Dialogue that is used in the activities transforms learning in active learning and «discussions are the nucleus of Cross-Curricular Approach⁴¹».

Linguistic Learning activities

«The activity should be based on student's self activity...and to create motives for students' participation in the linguistic activity....as also to create circumstances/conditions not only for individual activity but also for students' collaboration in pairs or groups⁴²».

Project Approaches

Projects are referred as the most creative pedagogical approach for the foreign language learning. They contribute in the realization of socio-cultural dimension of language, also in the learning and use of new technologies and in the experience of multilingualism⁴³.

«Active learning through group co-operative teaching is the unique suitable strategy for the realization of cross-curricular approach⁴⁴»

Exchange net

Children confront the natural and social environment where communication is promoted effortlessly having a cross-cultural education in its real dimensions⁴⁵.

The Cross-Curricular dimension

«Language is in definition connected with fundamental concepts and consequently the effortless possibility of Cross-Curricular connection arises with other subjects like Greek language, Literature, History, etc. In consequence in the English language exists the Cross-Curricular dimension⁴⁶».

Thus one can conclude that the methodological approaches suggested are the Communicative Approach and the Cross-Curricular Approach. Team spirit and correlation with other school subjects through projects are the basic axis of the theoretical structure of the Syllabus.

2.2. D' class Teacher's Book

«Cross-Curricular/ Cross-cultural Approach in teaching English as a foreign language is the basis for the book at this level⁴⁷». Furthermore «Through the knowledge of differ-

³⁸ Analytical Programme of Studies for the English Language/Cross-Curricular United Frame Programme of Studies for D', E', ST' class

³⁹ Memorization, revision, reading out-loud, note taking, copy, use of mother tongue, comparison of the mother tongue with other languages.

⁴⁰ Games, dramatization, free expression.

⁴¹ CCUFPS Primary School (D', E', ST') - Junior High School, APS (Syllabus) for the English Language, (2003), p. 379.

⁴² CCUFPS Primary School (D', E', ST') - Junior High School, APS (Syllabus) for the English Language, (2003), p. 379.

⁴³ as above., p. 379.

⁴⁴ as above., p. 379.

⁴⁵ as above., p. 379.

⁴⁶ as above., p. 380.

⁴⁷ Bratsoli, A., and Diamantidou, A., (2009). *English for D' class, Teacher's Book*, Athens: Ministry of National Education and Religions, Pedagogical Institute, p. 7.

ences and similarities between Greek and English language and culture» the teacher's book indirectly suggests Lexical Approach⁴⁸.

«Finally there is an effort for balance to exist between presentation and practice both of receptive and productive skills⁴⁹». The exercises in the Student's Book present a variety in four skills, for comprehension and production of written and oral speech, for morphology, functions of the language as well as exercises that include «mediation with answers in English even if the stimulant is in Greek⁵⁰».

Reading out-loud in class, dramatization of dialogues, narrations and stories from students, vocabulary guessing in the text to read, the dialogue for the character's emotions are methodological suggestions of the book directly relevant with the Communicative Approach⁵¹.

Concerning teaching Written Speech an initial collaboration between teacher and students is needed. Teacher explains in English and students brainstorm ideas and finally «Their exposition to texts of similar type in Student's Book or Teacher's book until the production of a draft⁵²» that the teacher collects and then gives feedback in its content and «grammar with goal the accuracy of expression⁵³».

Teacher has to teach students to become capable listeners. Students guess vocabulary and they are reminded that full comprehension is not necessary. Teacher is advised to «teach classroom language from the beginning and to be often used⁵⁴». The suggested method at this point is the Direct Method.

The oral skills are taught with the teacher himself initially to use English language as much as possible so as to «set a good example for students» but also to encourage them to speak the language in class correcting carefully and discretely only in case of hindering of communication⁵⁵.

The book uses elements that belong to Lexical Approach. An attempt of categorization of teaching approaches has been made and is presented concisely as follows:

⁴⁸ as above., p. 7.

⁴⁹ as above., p. 7.

⁵⁰ as above., p. 9.

⁵¹ Bratsoli, A., and Diamantidou, A., (2009). *English for D' class, Teacher's Book*, Athens: Ministry of National Education and Religions, Pedagogical Institute, p. 13.

⁵² as above., p. 14.

⁵³ as above., p. 14.

⁵⁴ as above., p. 15.

⁵⁵ as above., p. 15.

<u>Audio-lingual Method</u>	<ul style="list-style-type: none"> ● Use of the English Language, drilling⁵⁶.
<u>Lexical Approach</u>	<ul style="list-style-type: none"> ● Use of the English Language, knowledge of similarities and differences between L1+L2, correcting carefully and discretely only in cases where communication is hindered⁵⁷.
<u>Communicative Approach</u>	<ul style="list-style-type: none"> ● Projects, encouragement from the teacher for answers and not for vocabulary or accuracy, dialogue, narration, poem and description with guidance in the realization of function. ● Mediation with answers in the English Language even if the stimulus is in Greek, songs, games, puzzle solving, the technique of gap filling. ● The teacher incorporates oral exercises in groups or pairs while attending/taking part, note-taking and use of dictionary, the self knowledge for the learning strategies⁵⁸.
<u>Total Physical Response</u>	<ul style="list-style-type: none"> ● Songs and games, board games that include physical response (i.e. throwing of a ball, running inside the classroom), dancing and movement, songs of movement, students dramatizing dialogues, narrations, stories⁵⁹.
<u>The Silent Way</u>	<ul style="list-style-type: none"> ● The practice of pronunciation⁶⁰.
<u>Task-based Learning</u>	<ul style="list-style-type: none"> ● Grammar with forms and structures at the end of the lesson⁶¹.
<u>Direct Method</u>	<ul style="list-style-type: none"> ● The use of flashcards exists and explanation in the English Language, meanwhile communication inside the classroom takes place with the use of the English Language as much as possible. ● Teacher is prompted to teach classroom language from the beginning and this language to be often used so as to set a good example for students⁶².
<u>PPP</u>	<ul style="list-style-type: none"> ● Their exposition to texts of similar type in Student's book or Teacher's book until the production of a draft, content and grammar with accuracy in expression as a goal⁶³.
<u>Grammar-Translation Method</u>	<ul style="list-style-type: none"> ● It is asked to complete the meaning of the word in Greek⁶⁴.

2.3. E' class Teacher's Book Fundamental Concepts

The adoption of relevant practices in combination with the concepts referred above «facilitates the implementation of Cross-Curricular approach because it underlines students' multidimensional perception⁶⁵».

⁵⁶ Brown, D.(1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, London: Longman, p. 57.

⁵⁷ Lewis, M. (1993). *The Lexical Approach. The state of ELT and a way forward*, Hove, England, Language Teaching Publications, p. 7.

⁵⁸ Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*, Oxford: OUP, p. 131-138.

⁵⁹ Brown, D.(1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, London: Longman, p. 64.

⁶⁰ as above., p. 70.

⁶¹ as above., p. 243-244.

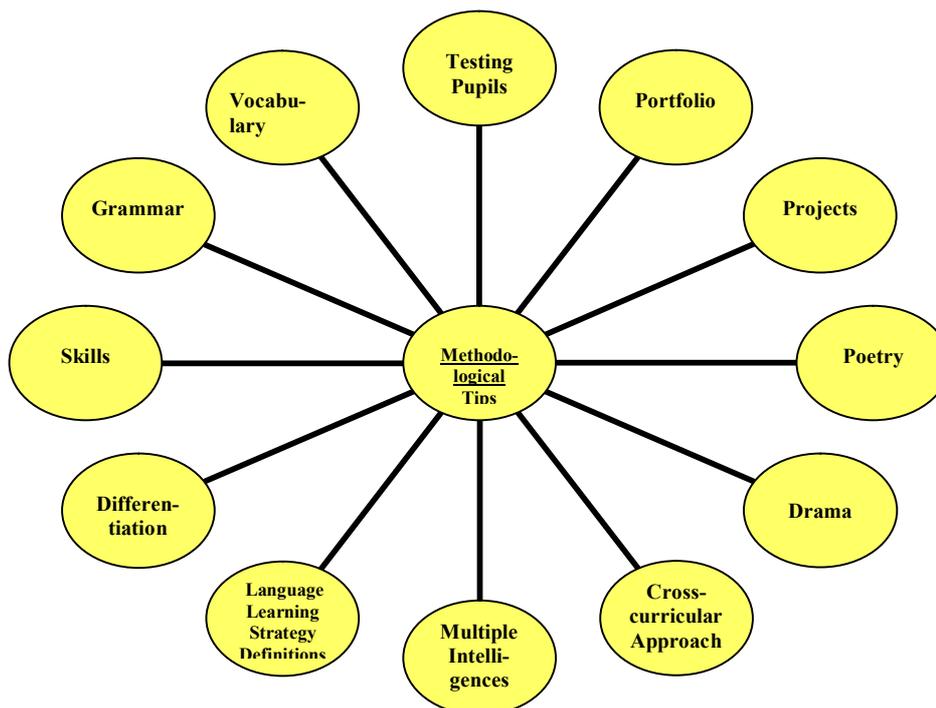
⁶² as above., p. 55-56.

⁶³ Harmer, J. (1998). *How to teach English*, London: Longman, p. 31-32.

⁶⁴ Yule, G. (1985). *The Study of Language*, Cambridge: CUP, p. 152-153.

Methodological Advice

The methodological advice of the book is categorized as follows:



2.3.1 Language Learning Strategy Definitions

Strategies that concern language learning are specific actions, behaviors, steps or techniques usually used from students. The «combination of these strategies has bigger effect from a strategy that is used alone⁶⁶».

Learning strategies have been classified differently in systems with the most famous categorization to have been invented from O'Malley & Chamot, who discerns them in Metacognitive, Cognitive and Socio-Effective⁶⁷.

Portfolio⁶⁸

A foreign language student who is interested in the presentation of his/her skills, portfolio is a different type of evaluation and a language passport.

⁶⁵ Kolovou, E-K., Kraniotou, A. (2009). *English for E' class, Teacher's Book*, Athens: Ministry of National Education and Religions, Pedagogical Institute, p. 5.

⁶⁶ Kolovou, E-K., Kraniotou, A. (2009). *English for E' class, Teacher's Book*, Athens: Ministry of National Education and Religions, Pedagogical Institute, p. 6.

⁶⁷ as above., p. 6.

Metacognitive	Cognitive	Socio-Effective
advanced organization, organizational planning, directed/selective attention, self-observation, self evaluation, self-management	revision, rehearsing, resource finding, translation, grouping, substitution, note-taking, summaries, pictures, audio representation, key word, explanation according to the context, processing, transfer, conclusion	explanatory questions, co-operation, monologue, self-reinforcement

⁶⁸ as above., p. 14.

It looks like a folder/file «biography» of language learning that includes individualised learning styles, strategies of language development, sufficiency level and collections of individual or group work. It consists of examples of different types of exercises for comparison and comment in fields that there has been progress.

Projects

Projects are not language oriented activities but typically task-oriented. Language learning takes place by doing something not in theoretical but in practical level. Projects include one of the following tasks: research, writing, design, preparation, performance, creation. «In the final stage students can Present, Expose, Perform, or even Publish their results⁶⁹».

Cross-Curricular Approach

The Cross-Curricular Approach reduces teaching that focuses one-dimensionally on students' provision of knowledge and this means that the classroom time available to the teacher increases and it is used more creatively in the classroom⁷⁰. «The teacher's role is that of the mediator in the learning procedure» and this procedure is more self-administered for the student⁷¹.

This book also contains elements for Differentiation, Skills (Reading, Writing, Listening, Speaking), Grammar, Vocabulary, Testing pupils, Poetry and Drama⁷².

Methodological Approaches

<p><u>Communicative Method</u></p>	<ul style="list-style-type: none"> ● The combination of these strategies has bigger effect from simple strategies, «tiered tasks», projects, linguistic awareness exercises, alternative assessment, predict vocabulary, dramatization of the text, strategy development of all four skills with provision of help from the teacher when students need it, word are subtracted and filled in, teacher does not dominate discussion. ● Role plays, self directed discovery, explanation directed in discovery, cohesion and coherence is examined as there are also exercises with information gap, choice and feedback. ● Portfolio, projects and dramatization are important elements and the role play of the teacher is to mediate in the teaching procedure through their exploitation.
<p><u>Community Language Learning</u></p>	<ul style="list-style-type: none"> ● Students are autonomous and use dictionaries and written exercises (individually/in pairs/small groups/groups in competition /game).
<p><u>Direct Method</u></p>	<ul style="list-style-type: none"> ● English Language is heard as lingua franca (language of communication)

⁶⁹ Kolovou, E-K., Kraniotou, A. (2009). *English for E' class, Teacher's Book*, Athens: Ministry of National Education and Religions, Pedagogical Institute, p. 14.

⁷⁰ as above., p. 15.

⁷¹ as above., p. 15.

⁷² as above., p. 7-15.

<u>PPP</u>	<ul style="list-style-type: none"> • The teaching model (Presentation-Practice-Production) establishes the content of grammar, introduction and practice of focus language takes place, most sentences are produced from content.
<u>Lexical Approach</u>	<ul style="list-style-type: none"> • Students are autonomous and use dictionaries.

2.4. ST' class Teacher's Book

The book refers to teaching material and balance of different elements that are contained in the units and sets as example the use of inductive and deductive approaches in the perception of grammar, the development and practice of vocabulary through attractive topics and extracts but also the use of original texts that give motives to students to speak and write⁷³.

There is also a reference in the careful choice of the texts that include contents from other subjects (Cross-Curricular Approach). Also linguistic skills (reading, listening, oral and written speech) are developed through communicative activities in order to encourage students' autonomy and the cultivation of critical thought and finally even graphemes, pictures and maps help to perceive the present social and cultural environment⁷⁴.

In ST' book, there is an extended reference to learning strategies. Language learning strategies are consciously chosen from students for the enhancement of learning or the use of a second/foreign language through storage, recall, memory retention, and the application of information for the language⁷⁵. «Teachers -as it is underlined by the book- have to provide a wide range form the learning strategies mentioned above that correspond to their students' applications and needs⁷⁶».

The book also contains elements for Differentiated Teaching, Differentiated Pedagogy, Principles of Differentiated Teaching/ Learning, "It is your choice" exercises, Projects, Language Focus, Examples of Exercises of Linguistic Awareness, Homework, Evaluation, Learner Autonomy-Portfolio Assessment. It also includes extended information about Portfolio⁷⁷.

There is also a chart comparing Traditional Assessment with Portfolio Assessment⁷⁸.

⁷³ Efraimidou, E., Frouzaki, F., Zoi-Reppa, E. (2009). *English for ST' class, Teacher's Book*, Athens: Ministry of National Education and Religions, p. 1.

⁷⁴ as above., p.1.

⁷⁵ Cohen, D, A. (1998). *Strategies in Learning and Using a Second Language*, London: Longman, p. 4.

⁷⁶ Efraimidou, E., Frouzaki, F., Zoi-Reppa, E. (2009). *English for ST' class, Teacher's Book*, Athens: Ministry of National Education and Religions, p. 4.

⁷⁷ as above., p. 4-9.

⁷⁸ as above., p. 10.

<u>Traditional Assessment</u>	<u>Portfolio Assessment</u>
It counts student's ability in a specific time.	It counts student's ability during the whole duration of the school year.
It is realized from the teacher alone, the student often ignores criteria.	It is realized from the teacher and learner. They both know the criteria.
It takes place out of teaching.	It is incorporated in the teaching procedure.
It gives degree to the student.	It includes student in the procedure itself.

The Methodological Approaches of the book are the following:

<u>Communicative Method</u>	<ul style="list-style-type: none"> ● Students use English Language in cases that resemble real life. ● Inductive and deductive approaches in the perception of grammar prevail. ● There is use of original texts. ● Language Skills (reading, listening, oral and written speech) and communicative activities with teaching characteristics based on Cross-cultural/Cross-Curricular approaches. ● There are exercises that demand accuracy or fluency and collaboration in groups/pairs. ● By discussing or exchanging information and information gap exercises, students can create and use language with meaning and in a communicative way. ● There is variety in the learning methods adopting different ways of teaching for different students and exercises according with the student's individual needs. (differentiated teaching) ● There is also use of «closed type» activities, student portfolio for self-evaluation, «think-tag» in the portfolio and project.
<u>PPP</u>	<ul style="list-style-type: none"> ● It presents grammar. ● Students are asked to produce a dialogue or a theatrical play and to present it in the class in front of the public.
<u>Direct Method</u>	<ul style="list-style-type: none"> ● Students are exposed in the language as more as possible.
<u>Community Language Learning</u>	<ul style="list-style-type: none"> ● The autonomy of the student is enhanced.
<u>Lexical Approach</u>	<ul style="list-style-type: none"> ● The teacher does not use traditional grammar and vocabulary exercises but exercises of linguistic awareness for the location of useful language types.

The Pre-units and the Appendices of the textbooks have been excluded for two reasons: a) they do not consist basic part of the same teaching material b) the extent of the research field would surpass the limits of a dissertation.

Research findings

C' class textbook

It does not record the limits of student's linguistic variation.	It records many aspects of language learning performance.
It does not include teacher's knowledge for the student as a learner.	It allows the expression of teacher's knowledge for the student as a learner.
It does not give responsibility to the learner.	The student learns how to assume responsibility.

Teaching vocabulary exercises possess the greatest percentage. Exercises focusing on the direct teaching of grammar were not found⁷⁹. The diagrams presented in the research assure that the methodology of the textbook coincides with the one suggested from the Syllabus apart from the methodological suggestion of the PPP which is not encountered in the textbook. Also Task Based Learning is suggested.

The Communicative Method is one methodological suggestion for the C' class which seems to be implemented through exercises and texts but also to be in combination with other methods such as the Lexical Approach a fact that is proved from exercises that belong to double categories such as Comprehension-Listening/Reading and Comprehension-Oral Speech which obtain the greatest part according to the data. Comprehension is a common and basic element for both the Lexical Approach and the Communicative Method.

D' class textbook

The findings of the research suggest the Communicative Approach. Comprehension prevails both in exercises that belong to single⁸⁰ and double⁸¹ categories. «The systematic use of dialogue in all activities is the essence of active learning and discussions are the nucleus of Cross-Curricular Approach⁸²».

Oral and Written Speech Production Exercises are almost equally distributed in 25% and 26% correspondingly. Exercises with direct goal the teaching of grammar amount to 1%. Comprehension possesses the 75% of the Syntax exercises and on the other hand Structural exercises possess 100% of Grammar exercises. Additionally both categories belong to morphology and language function exercises, in the first basic type of activities suggested from the Syllabus⁸³.

E' class textbook

The school textbook presents a great percentage of Written Speech Production exercises that belong to both single and double categories. Exercises of Oral Speech Production and Comprehension come second in single categories, whereas in double categories Written Speech and Oral Speech Production exercises possess the second place. Third come those exercises of Comprehension-Oral Speech Production.

ST' class textbook

Oral Speech Production and Comprehension (Reading and Listening) are the priorities of exercises both in double and single categories. Communication focuses mainly on meaning and not on accuracy of expression. Written Speech ensues in importance Oral Speech and teaching of Vocabulary begins to exceed simple vocabulary learning and to precede the consolidation of content and place of the word in the language through cultivation exercises that amount to 14%.

Furthermore, the difference that is observed in exercises of Grammar focusing on analysis is very important- an amount of 63%. This is an indicative try of teaching grammar directly with the use of rules and examples. Exercises of Syntax have as their central goal the analysis of the structure through information gap filling. However, in

⁷⁹ Alexiou, T., Matthaioudaki, M., Yazasi, E., Emmanouilidou, M., Ziaka, I., Kaiktsi, K., Laskaridou, H., Balasopoulou, N., Sofroniadou, E., Tsiadimos, N., (2011): *Magic Book*, Athens: Ministry of National Education and Religions, p. 19-113.

⁸⁰ Comprehension-Structure of Text- 30%.

⁸¹ Comprehension-Oral Speech-30% and Comprehension-Written Speech-22%.

⁸² CCUFPS Primary School (D', E', ST') - Junior High School, APS (Syllabus) for the English Language, (2003), p. 379.

⁸³ as above., p. 379.

exercises of Oral and Written Speech production one can notice that though they address to students of last grade of Primary School and are expected to be mainly creative, this does not happen. On the contrary they are basically «directed⁸⁴» or «semi-directed⁸⁵».



Research conclusions

The conclusions of this dissertation are exposed in order to discover the existence or not of a «methodological continuum» from the Syllabus to the Teacher's book and finally to the Student's Books textbooks of Primary Minority Education.

It is generally observed that there is a «methodological continuum» which is not interrupted or impeded from contrary elements as far as their reference frame is concerned, the Syllabus, Teacher's books and their practical applications which are the Student's books, except for the E' class Student's book case. In this book one can notice interruption of this methodological continuation since there is great distance between theoretical approach and its practical application.

C' class textbook

Teaching is based on stories and fairies and all the «lexical parts» are integrated in the content and are practically used through activities and finally grammar rules are taught indirectly.

Emphasis is given to receptive skills -especially to listening- but also to productive skills -introduction to written speech- with a gradual transition of the emphasis from the former to the latter. There is an agreement with the suggested methodology of the Syllabus, if PPP -which is not encountered in any exercise in the book- is excluded.

D' class textbook

In D' class Student's Book textbook a connection of the lesson with other school subjects is observed. The contents are directly connected with the suggestion of cross-curricular dimension of the Syllabus and the initial suggestion of the Teacher's book

⁸⁴ They are also called «Close-ended» or «Lead-in».

⁸⁵ They are also called «Intermediate» or «Semi- Lead-in».

that defines Cross-Curricular/ Cross-cultural Approach in teaching English as a Foreign Language as the base for the book of this class⁸⁶.

In addition projects exist in all units of the textbook enhancing evidence for the existence of Cross-Curricular Approach but also for the existence of the continuity and consistence of suggested methodology from the Syllabus up till the Teacher's book and the Student's book.

E' class textbook

According with the findings from Student's book for the E' class, methodology differs a lot from the Communicative Approach. «The knowledge of the way that people learn their mother tongue leads us very soon to the evident primacy of the listening⁸⁷» and in the order Listen, Speak, Read, Write that not only is it not followed but furthermore it has the exactly opposite direction. This is also proved in the Comprehension exercises where Reading (65%) precedes Listening (35%).

Also in the Syllabus receptive skills precede productive skills which follow as also Oral Speech, Comprehension and Communication precedes Written Speech. This fact comes in contrast with the contents in E' class Student's book where use of directed, free and creative techniques together with the Cross-Curricular dimension and projects are the basic elements encountered in the Student's book. This is evident through the Oral and Written Speech Production exercises which are characterized in more than 50% creative. Student's Book textbook methodologically deviates in a great degree.

The only indicative elements of its correlation with the methodological suggestions for the teacher in the Syllabus and the Teacher's Book are the projects and the learning strategies. Additionally the cultivation of the four language skills and the suggestion of Communicative Approach assure the «methodological continuum» with the Syllabus⁸⁸.

ST' class textbook

The elements that come from the research of the ST' class Student's book are in great correspondence with the methodological suggestions and approaches as these appear in the Syllabus and the corresponding Teacher's book apart from the teaching approach of grammar and the limited creativity that was observed in the productive skills. These methods and approaches that were categorized in the ST' class Teacher's Book and the suggestions of the Syllabus mainly refer to the Communicative Approach.

Its characteristics are in agreement with our findings in certain points and in contrast with certain others. For example, the fact that Oral Speech and Comprehension come generally in priority instead of the Written Speech is a first basic element of methodological cohesion. The realization though that grammar is presented through exercises of analysis inductively and not deductively interrupts this methodological cohesion.

In addition PPP which is a methodological suggestion in Teacher's Book verifies the previously referred interruption. It is noticeable that Student's book for the ST' class dedicates a whole lesson of each unit on a project. This is the practical evidence of the Cross-Curricular dimension as the elements of different subjects entangle.

⁸⁶ Bratsoli, A., Diamantidou, A. (2009). *English for D class, Student's Book*, Athens: Ministry of National Education and Religions (MNER), Pedagogical Institution, p. 7.

⁸⁷ Lewis, M., Hill, J. (1995). *Practical Techniques for Language Teaching*, Hove, England: Language Teaching Publications, p. 31.

⁸⁸ Except from the methodological suggestion of Presentation Practice Production (PPP) that is not encountered in E' class textbook.

The prevalent methodology of Teaching English as Second/Foreign Language is the Communicative Approach that views language as a social behaviour and the student as a participant in the learning procedure, implicating at the same time that the student should defend an «elective» approach in methodology which has characteristics from many methods of language teaching for the best approaches, strategies and techniques so that classroom practice to include creativity, variety, energetic and autonomous learning⁸⁹.

Linguistic proficiency cannot be disconnected from the ability of the speaker of a language to communicate⁹⁰. Thus «teaching of the text is directly connected with the development of sociocultural proficiency of the student⁹¹» and this justifies the importance of the categorization of texts according to their types, category and their content in this dissertation. Under no circumstances the goal of this small scale research is the evaluation of the specific teaching material but it is -in total- the localization of its suggested methodology and its «continuum».

It should not be omitted though the reference of a possible goal and a future use of the results in this research. The school textbook «also directs in a great degree teacher's teaching approach⁹²». This is important because the teacher is neither included in the design of the teaching material nor in the choice of school textbook but it is necessary to understand the underlying structures of the teaching material with the intention the adaptation of the book to the occasional situations of teaching exploitation for its most effective use⁹³.

The Syllabus and the school textbook are the educational tools on which school is based in order to achieve the formal goals of education. They include the total volume of school education and reflect the level of education and civilization of a given group⁹⁴. Methodological and content renewal, offers teachers the possibility of training through which they are trained themselves and trains the learner so that he can exploit all the possibilities of the book⁹⁵.

School textbooks for teaching English Language in Primary Minority Education in general terms -with some exceptions and discrepancies previously referred- correspond to a great degree with the methodological and teaching approaches of the Syllabus and the Teacher's book.

⁸⁹ Harrow K. and Mpoche, K. (2008). *Declining Anglophone English Language Proficiency in Cameroon: What Factors should be considered?* In Language, Literature and Education in Multicultural Societies, Collaborative Research on Africa. Cambridge: Cambridge Scholars, p. 149.

⁹⁰ McCarthy, M and Carter, R. (1994). *Language as Discourse: Perspectives for Language Teaching*, London: Longman, p. 174 in Georgakopoulou, A., Goutsos, D., (1999). *Text and Communication: Athens: Greek Letters*, p. 264.

⁹¹ Georgakopoulou, A., Goutsos, D., (1999). *Text and Communication: Athens: Greek Letters*, p. 264.

⁹² Xohellis, P. (2007). *The contribution of school textbooks research in multicultural education in Teaching and Learning in Multicultural School: Teaching Approaches and Educational Material*, Minutes of Meeting, Thessaloniki, p. 95.

⁹³ Opal, D. (1983). *Beginning English with Young Children*, London: Macmillan, p.22.

⁹⁴ Kapsalis, A., and Haralampous, D.F., (1995). *School Textbooks: Institutional Evolution and Contemporary Speculation*, Athens: Metaihmio, p. 173.

⁹⁵ as above., p. 243.